



COMMUNITY NEWS

NEWSLETTER 12

JUNE 2007

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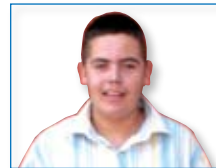
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Meet the 2007 READ 180 All-Stars



KEVIN
Hickman Mills High School
Kansas City, MO



JOSE
Metro Tech High School
Phoenix, AZ



CALEB
Fort Vancouver High School
Vancouver, WA



GIANG
Paredes Middle School
Austin, TX



TERRYELLE
Morgan Fitzgerald Middle School
Largo, FL



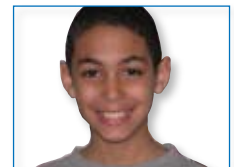
FLORENTINA
Greenway Middle School
Phoenix, AZ



SYMPHANY
William G. Bennett
Elementary School
Laughlin, NV



MARIE
Temperance-Kutner
Elementary School
Fresno, CA



FREDDIE
Windmill Street School
Providence, RI

The *READ 180* All-Star Awards recognize the outstanding achievements of students who have overcome reading challenges to succeed in school.

Congratulations to the 2007 *READ 180* All-Stars and to all of this year's nominees, whose outstanding reading gains deserve recognition and celebration!

This year more than 300 *READ 180* educators from across the country nominated their students. The nine award recipients have demonstrated resilience and determination in improving their reading skills. Nominating teachers tout students' reading gains, improved performance across subject areas, increased confidence, and personal growth. Each All-Star has a unique story, and we invite you to meet them beginning on page 3.

NEWS FROM Patrick Daley

Vice President of Intervention Curriculum & Publisher of *READ 180*



Dear *READ 180* Educator,

For teachers and students alike, the spring months are often filled with the buzz of end-of-year assessments and the promise of summer vacation.

For teachers and administrators, the summer months are a welcome chance to recharge. I encourage educators to use this time to reflect on the successes and challenges of the school year. It is not often that we can step back from the daily routine of today's lesson, yesterday's riff in the hallway, tomorrow's rush to plan, and take a look at the big picture.

As you read through this month's newsletter, think of each article and relate it to your own experiences. Recognize the *READ 180* All-Stars in your classroom, school, and district. Celebrate your own commitment to education. Think about ways you can share your knowledge with others. Challenge yourself to actively assess your own performance. Here are a couple of summer break suggestions to stay connected with the *READ 180* community:

- **Attend the *READ 180* National Summer Institute**

This annual event offers a great opportunity for professional development. The four-day conference will be held July 25–28 in San Francisco, CA, and gives educators the opportunity to share best practices and participate in lively discussions—with the goal of raising skills and achievement for the following school year. You can read more about the event on the back cover of this edition of *READ 180* Community News.

- **Be an active member of the *READ 180* Message Boards**

The *READ 180* community is like no other, so use it to your advantage. Our online Message Boards are a great way to connect with fellow educators across the country. You can ask questions, get advice, or even share your own classroom tips. The Message Boards are there to help teachers support each other as they work to raise student achievement.

To learn more about the *READ 180* National Summer Institute and the *READ 180* Message Boards, visit www.scholastic.com/read180/community.

Congratulations to everyone on another successful year with *READ 180*. Breathe, relax, and reflect—and make next year even better for you and your students. Have a great summer.

Best regards,

Patrick Daley

Vice President of Intervention Publishing



Meet the **READ 180 All-Stars:**

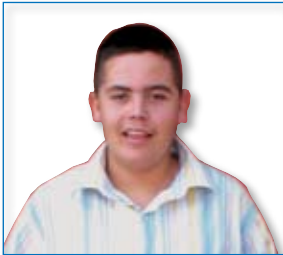
KEVIN



Grade 9, Hickman Mills High School, Kansas City, MO

Kevin's poor reading skills resulted in ambivalence toward school. But the improvement he's seen this year has put him on a path toward success, and changed his attitude at school. "Before, I was a horrible reader and, on top of that, I was a terror in the classroom. Now, I always want to show people that I am a great student and a better person, both in and out of the classroom," he writes. Kevin's accelerating reading skills have helped his performance in all his classes. "From the low Fs he was earning in most of his classes, he has risen to mostly As and Bs," writes his teacher, Kimberly Martin. "He now influences others to succeed and is a willing and important member of our class discussions."

JOSE



Grade 9, Metro Tech High School, Phoenix, AZ

As the oldest son in a Latino family living in a Phoenix barrio, Jose feels a responsibility to look after his younger brothers and lead by example. But the frustration of living with poor reading skills was impeding his success when he entered school this year. "Now, Jose stands out amongst his peers because he has embraced his education with courage and willingness to accomplish his dreams," writes his teacher, Mario Malaby. After less than a year in the program, Jose's reading scores are rising and he marks a transformation in not only his own life, but also in the lives of his younger brothers, who consider him a role model.

CALEB



Grade 10, Fort Vancouver High School, Vancouver, WA

Before beginning his reading intervention program, Caleb lacked the confidence to read aloud in class, and had trouble relating to many of his classmates. But he has found a home in his class, is catching up with his peers academically, and making new friends while he's at it. "Caleb really has done a '180,'" writes his teacher, Bree Petty. "He is speaking aloud in groups, answering questions, becoming a group leader, and improving his reading and written language skills." Caleb recognizes his own transition as well. "My reading and writing have improved, and I might be able to go to college now and get a job helping kids who have trouble reading like I had trouble reading!"

GIANG



Grade 7, Paredes Middle School, Austin, TX

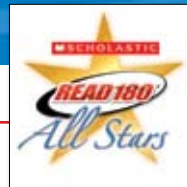
When Giang moved to the U.S. from Vietnam a few years ago, she knew she had to learn English fast, but it was easier said than done. She learned to speak it quickly, but her reading skills lagged. "From the moment Giang entered the classroom, she had a desire to learn to read better. She is a very driven, hard-working student," writes her teacher, Deborah Fullman. "She has a bright future ahead of her, and I am thankful to have been part of her journey." Giang's hard work is paying off; her reading skills are rising and she's recognizing the changes in herself. "I try my best to speak, read, and write English well," she says. "And I know that if I try my best, there's nothing I can't overcome."

TERRYELLE



Grade 7, Morgan Fitzgerald Middle School, Largo, FL

For Terryelle, the frustration of reading at a third-grade level when she entered the sixth-grade led to behavior problems and a feeling that she would never succeed. She put it best herself: "I used to walk around with my head held low... Every time when I got frustrated I would pout." Today, Terryelle is reading at an amazing tenth-grade level, gets excited about classes, and leads several student groups. According to teacher Sara Carroll, she has a "newly adopted positive attitude toward herself and school which is a direct result of her improved reading ability." Terryelle is just happy to be reading and writing. "I'm proud to hold my head up high because I know that I can make something of myself."



Continued from page 3

Meet the *READ 180* All-Stars:

FLORENTINA



Grade 7, Greenway Middle School, Phoenix, AZ

Florentina entered the seventh-grade reading at a first-grade level and struggling to overcome the language barrier. The result for her was frustration and low confidence, as she had trouble understanding assignments. She was placed in a *READ 180* class at the beginning of the year, and her teachers began to see a change in her. “Florentina now comes to school smiling and willing to work—I can see such potential in her—she is becoming such a good leader,” writes her teacher, Sandra Blair. Now, Florentina reads on grade level and sees the impact of her increased reading scores in school and beyond. “Now I understand what I’m reading and succeed in reading,” she said. “And I’m making good choices in my life outside of school.”

SYMPHANY



Grade 5, William G. Bennett Elementary School, Laughlin, NV

Symphany had been tracked into special education since the second grade, and when she began *READ 180* at the start of fourth-grade, she was easily frustrated and impatient with school. In just a few months, Symphany and her teachers began to see improvements in her work. In just a year and a half, she moved from reading at a basic level to reading above grade level. Symphany has tested out of special education and is now in general education classes and succeeding in school. “She has conquered every challenge thrown her way,” writes her teacher, Ira Perry. “Symphany’s success and determination carries over from reading into all areas.” Symphany, who loves reading now, says, “I miss my *READ 180* class, but I’m glad I’m out!”

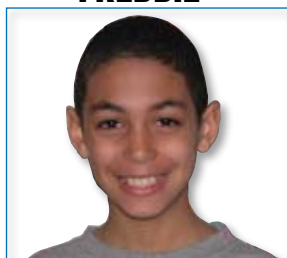
MARIE



Grade 6, Temperance-Kutner Elementary School, Fresno, CA

At the beginning of the school year, Marie, a shy, quiet English language learner, had to struggle to understand English and achieve in school. She was performing at a low elementary school level, but today reads at a fifth-grade level. Marie says, “At first, I didn’t like to go to school because I had to read a lot. Now, I love reading!” “Marie has challenged herself to go beyond where she thought her limits were,” writes one of her teachers, Donna Falcinella-Pappas. “She has discovered new ways of connecting what she reads to her own experiences, and she doesn’t hesitate to share with others!” When asked about her future, Marie says, “I have a dream to go to college. I’m not sure what I want to study yet, but now I know I can succeed.”

FREDDIE



Grade 5, Windmill Street School, Providence, RI

The new kid in a new school, Freddie entered fifth-grade reading at a third-grade level. “Freddie began the year as a shy, quiet boy who struggled with reading and writing,” said his teacher, Judy Burns. “His confidence in his academics and his enthusiasm for all his classes has increased, and he is now excited to borrow books for reading at home!” Now, Freddie is reading above grade level, is proud of the progress he has made in his reading, and recognizes that he is improving every day. “In the beginning of the year, I never liked to read and write, but now I made it to the District Spelling Bee and came in fifth place!”

Program Helps Socorro Students Pass TAKS

By Zahira Torres from *El Paso Times*, August 6, 2006. Copyright © 2006 by *El Paso Times*. Reproduced by permission of *El Paso Times*.

Reading was never one of Jackie Vasquez's favorite subjects.

"I didn't know how to understand reading, and I didn't know if I was going to pass the TAKS (Texas Assessment of Knowledge and Skills Test)," the seventh grader at Socorro Middle School said. In class, "I was embarrassed and I didn't know what to say."

Officials of the Socorro Independent School District said several years ago that the district found itself searching for new ways to supplement existing curriculum to help hundreds of students, such as Vasquez, who are struggling with reading.

"In the district we have programs for special education students and for gifted and talented students," said Sarah Venegas, instructional specialist with the SISD. "We've never really had anything for students who are struggling in subjects like reading, and we really needed something that would help us try to fill that gap."

Two years ago, the district spent thousands of dollars purchasing Scholastic's *READ 180* program in an effort to help troubled readers and increase TAKS scores. The curriculum calls for daily 90-minute reading classes, which rotate among instruction, reading, and individualized computer assignments. Students who participate have to give up an elective while in the program.

After completing the *READ 180* program last year, Vasquez, now 12, passed the TAKS and got over her shyness in the classroom, teacher Joyce Freddie said.

"This is a different type of class," Freddie said. "It actually targets kids who are having trouble with reading. When you are struggling with a subject, you are left behind and you continue to fall further and further behind. This program does not give them the opportunity to fall behind."

Students who fail the TAKS are placed in the program, officials said. Socorro Middle School Principal David Peña said 80 percent of campus students in the *READ 180* classes are now passing TAKS.

"It's been so successful that we have implemented some of the same strategies in all of our classrooms," Peña said.

The classes have helped Josie Gutierrez, 12, build confidence. "Now I like to read to my parents and I help my cousin with his reading," the eighth grader said. "He's 5 (years old), and he can already read at a second-grade level!"

Debra Carden, director of secondary instruction, said the district has seen substantial growth in vocabulary and reading skills since establishing the curriculum two years ago. "We have done so well with the program that officials with (a neighboring school district) are considering using it," Carden said. "They have already visited some of our schools."

"We've never really had anything for students who are struggling in subjects like reading, and we really needed something that would help us try to fill that gap."

— Sarah Venegas
Instructional Specialist, SISD



TEACHER TALK

Where *READ 180* teachers share their stories

GETTING STUDENTS FIRED UP TO LEARN

By Joanne Carter, Wilsonville Elementary, Wilsonville, Alabama

Our school motto is “We Expect Success!”—and that’s exactly what our *READ 180* program is doing.

Last year was my first year teaching *READ 180*. Angel Harris, who is my teaching aide, and I were able to follow the instructional model to make the program work and run smoothly. We saw tremendous growth with 100 percent of the students reading on grade level by the end of the year.

Every day I get to see how being a *READ 180* teacher is making a difference in the lives of my students. Students who walked through my door in August as struggling readers, two or more grade levels behind, are now enjoying reading. I can see a big difference in their behavior and attitudes. We even had one special education student graduate the program and be accepted into the gifted program after five months of *READ 180*. Her Lexile score increased over 400 points and she went from a third-grade reading level to a ninth-grade reading level. She truly did a 180-degree turnaround with her reading, attitude, and grades!

For me, the greatest joy comes from maintaining the students’ interest and excitement for reading. We try to make learning meaningful and connect it to the real world. Here’s a quick look at what we’ve done to get students “fired up” to learn.

Extend learning beyond the classroom

The *rBooks* are all about getting students to read, write, and react. But we also want them to get “results” and “remember” what they’ve learned. So we use the *rBook* Workshops to build knowledge, make learning meaningful, and involve the entire school. Here’s an example of what we did for Workshop 1, which is called “Fires Out of Control.”

The *rBook* activities, stories, and anchor videos really got the students interested in firefighters. So our class used what we learned during the workshop to help



promote Fire Safety Prevention week and spotlight how being a firefighter is a challenging job. We took pictures of the students in a real firefighter's uniform. We also made fire trucks (using boxes) to display the students' writing about

firefighters. Then we placed the displays around the school, right before our special visit from the Wilsonville volunteer firefighters. Our hallway displays had everyone "ooing" and "aahing." One student said it best: "Wow! *READ 180* is hot stuff!"

We've had lots of fun and success with other workshops as well. The students have dressed up as mummies to get them "wrapped up" in what we are learning, made origami frogs for our "Bullying is Toadally Not Cool" workshop, and become snowmen because *READ 180* is "so cool." It's all making a difference in our classroom and beyond. Even those students not in *READ 180* will come and ask me if they can be in *READ 180*. It's truly amazing for students to beg to come to read and learn!



Build your own knowledge

Last year, Mrs. Harris and I attended the *READ 180* National Summer Institute in California. It was a great way to expand our knowledge and get us energized for the next school year.

We had the opportunity to meet other *READ 180* teachers from around the country and hear what they were doing with the program. We also learned about the *READ 180* Enterprise Edition and how to successfully implement the program. The whole experience of attending the *READ 180* National Summer Institute was so great that it motivated me to become a poster presenter for this summer's conference.

The *READ 180* Enterprise Edition has sparked a new excitement and love of reading not only for my students but for me as well. We love *READ 180* at Wilsonville Elementary School. I hope these pictures and ideas will help to get your students "fired up" about *READ 180* too.



Keeping Kids Motivated and Moving Forward

"To keep students motivated, I allow them to do *rBook* Projects (from the Scholastic Web site) at the end of each theme. It keeps them on task and moving forward. They love it and it establishes great teamwork!"

Kimberly,
Reading Teacher
Richmond, VA

Putting Teacher Tips Into Action

"The *rBook* Projects are a great idea. To implement most effectively, think about your instructional pace and model. For example, provide students with three days to work on the project in-class. This gives them three 20-minute whole-group days to complete it. Once the projects are finished, share them during Whole-Group Wrap-Up at the end of the week so the whole class can see how everyone did."

Noelle,
Master *READ 180* Teacher

Submit your tip online at:
www.scholastic.com/read180/asknoelle

COMMUNITY CONNECTIONS

The *READ 180* message boards give you an active forum to share ideas, ask questions, and connect with fellow *READ 180* educators. See how the community works together in these recent excerpts:

SUBJECT: KEEPING STUDENTS ENGAGED AND INTERESTED

READ 180 is really working for us, but I still have to spend time motivating certain students. I have some students who have read all the books for their stage and others who have completed all of the software. I'm afraid that they will lose their momentum and even lose interest if I don't keep them interested and involved. How do I keep all of these students engaged?

Re: Keeping students engaged

I had the same problem last year. Two of my students were repeating a Stage B and by mid-year they ran out of things to read. Since then Scholastic has put out new materials for this exact purpose. I am working with my school to purchase these materials for next semester.

Re: Keeping students engaged

You can manually change the Level students are in the Software. This way, they will read a new passage. The topic will be the same, but the vocabulary, sentence structure, and the assessment components will be different.

Re: Keeping students engaged

RESPONSE FROM READ 180 MODERATOR
The Enterprise Edition features rBooks and we have posted additional "rBook Projects" on the READ 180 Community Web site. The projects are designed to extend rBook and READ 180 instruction.

Re: Keeping students engaged

Take advantage of the Recommended Reading list when students take the SRI. That way they can choose books at their Lexile and in a genre that interests them. Also, teach students how to look up the level of an interesting library book by using the Lexile® Web site. I usually have no problems finding books for kids once I know their Lexile and preferred genre.

Stop by the *READ 180* message boards today to share some good ideas or learn something new. Visit www.scholastic.com/read180messageboards

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Special Offer for READ 180 Customers!



Scholastic FX Books™ Phonics fluency for older readers.

FX Books is a collection of 24 high-interest, age-appropriate texts for struggling readers and English language learners in middle and high school who need to practice and review essential phonics concepts. Unlike other phonics readers, this collection will captivate and encourage adolescent readers as they build phonics fluency. To learn more about Scholastic FX Books, visit www.scholastic.com/fxbooks

Purchase FX Books by 7/31/2007 and receive 10% off the list price!
Call a Scholastic representative at 1-877-234-READ for more information or to place an order. **Mention code QIS.**

SAVE 10%
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XTRA, XTRA, READ ALL ABOUT IT!

Build upon your success with *READ 180* Xtra collections



Do you need more low-level content or content-area reading choices? Want to enhance and extend your software? Our *READ 180* Xtra collections are the answer. We created these enhancements based on feedback from educators across the country, and they work hand-in-hand with *READ 180*. Formerly known as our Supplemental Collections, *READ 180* Xtra is expanded to meet the needs of students as they progress through the program. Read the classroom situations described below. You'll be able to see which products meet the specific needs of your students.



Formerly known as *READ 180* Literature & the Arts Topic Software.

"I have students in READ 180 for more than one year and need more software."

READ 180 Xtra Topic Software

Adaptive software that provides one-third more content for *READ 180* classrooms.



Formerly known as *READ 180* Fact & Fiction Collection.

"My striving readers need more low-level reading materials."

READ 180 Xtra Level 1–2 Collection

A mix of fiction and nonfiction titles for Level 1 and 2 readers.



Formerly known as *READ 180* Supplemental Paperbacks.

"My striving readers need more motivating independent reading materials across all levels."

READ 180 Xtra Fiction and Nonfiction Collections

Library extensions for all classrooms—Level 1–3 (*READ 180* Stage A), Level 1–4 (*READ 180* Stages B and C).



Formerly known as *READ 180* Supplemental Audiobooks.

"My struggling readers need help accessing the same materials their on-level peers read."

READ 180 Xtra Audiobook Collections

Audio CDs and accompanying texts, scaffolded with two voices—a narrator and a reading coach.

Microsoft Settlement Funds Particularly Sweet in a Time of Tight Tech Budgets

From the Quality Education Data (QED) Web site (www.qeddata.com). Copyright © 2007 by Quality Education Data. Reproduced by permission of Quality Education Data, a Scholastic company.

Federal technology grants to states peaked at \$700.5 million in 2002. Since then it's been a downward slide for the popular program. By 2006, funds for educational technology grants had dropped to \$272 million, and the President's '07 budget recommends zero funding. With a new Congress that could change. Nevertheless, the Microsoft settlement money some states are reaping is particularly sweet in a time when not much else is on the table.

To date, 18 states and the District of Columbia have announced settlements with Microsoft, totaling over \$2.5 billion dollars. The settlements result from class action lawsuits brought by consumers against Microsoft Corporation alleging abuse of power to inflate prices.

Although settlements vary among states, common to most of them is language that earmarks a percentage of unclaimed funds for schools, based on the percentage of students eligible for free and reduced price lunches. The benefit to schools stems from a recognition that the small sums class claimants are eligible to receive hardly motivates a rush to file claims.

"The remedy was devised to make sure that Microsoft would pay something," said Robert Hillis, Class Counsel for Nebraska's settlement. In most states, the amount to schools is 50% of the difference between the maximum redeemable

amount and the actual amount issued to class members. A number of states also allow class claimants to donate or transfer vouchers to schools and other organizations.

In addition, some settlements designate a portion of the amount of claimed but unredeemed vouchers for schools. Schools in these states, which include Arizona, Arkansas, California, Minnesota, Nebraska, New Mexico, North Carolina, Tennessee, and Wisconsin, will receive a second round of vouchers once the redemption deadline for class claimants expires.

For schools, it's difficult to overstate the importance of this windfall. Montana, one of the first states to receive settlement dollars, saw an additional \$10 million for its state's 145,000 students, according to Joe Lamson, Public Information Officer at the Montana State Department of Education. "It was a very strong benefit for Montana schools, especially coming at the tail end of a time of when there hadn't been much money for education," he said.

Although Montana's millions have now been spent, a number of states, including some of the largest, have just begun to receive vouchers or are anxiously awaiting them. In others, like Montana, students are already enjoying the benefit of technology upgrades in their classrooms.

Districts with schools meeting the eligibility requirements should contact the Claims Administrator listed for that state at the numbers below:

Arkansas, District of Columbia, Florida, Kansas, Massachusetts, Nebraska, New Mexico, North Carolina, North Dakota, South Dakota, Tennessee, Vermont, and West Virginia:
1-888-230-0363

California: 1-800-960-5660
or 1-800-419-5286
Minnesota: 1-800-858-3765
or 1-800-928-1638

Montana: 1-877-221-3372
New York: 1-800-372-2368
Wisconsin: 1-866-494-8399

You can learn more about the Microsoft settlement and the application process by visiting www.microsoft.com/about/legal/consumersettlements



ASK NOELLE

For more tips and advice from Noelle, visit www.scholastic.com/read180/asknoelle

Question: I am using the *rBook* in a small-group setting. Should I use the shared reading procedures or the small-group procedures?

Answer: I can see how you could be uncertain about this. The *rBook* is paced for Whole- and Small-Group Instruction, which gives the teacher 40 minutes a day of targeted instruction. Each section is labeled for Whole-Group or Small-Group Instruction.

- One of the major benefits of *READ 180* is that what you don't complete in whole-group can easily be carried over into small-group. If you're unable to implement the 90-minute block, you can still use the *rBook* for instruction. You would then just follow the *rBook* as is, but complete the whole-group lesson in the small-group setting.
- The lessons are paced for three weeks. Therefore, you should pace the lesson according to your model. Just following the lessons for small-group will take longer than 3 weeks. Thanks for your question, and good luck!

Question: I'm on pace to complete all nine *rBook* Workshops this year. What should I do for students entering *READ 180* for their second year?

Answer: Check out the *rBook* Flex. This *rBook* can support both second and first year classes of *READ 180* students.



For example, if the original *rBook* is used in sixth-grade, the *rBook* Flex should be used in seventh-grade.

Another option is to use the *rBook* Flex in the first year and the *rBook* in the second year. This way the classroom can service both new and returning students, without ever repeating workshop content in any two-year period.



TY'S TECH TIPS

Technology Tips for your *READ 180* Implementation

For Tech Support, call 1-800-283-5974

Question: What permissions do we need for the Scholastic Enterprise Software on the local workstations?

Answer: We recommend that all users who plan on using the Scholastic Enterprise Software have full control to the C:/Program Files/Scholastic Enterprise directory on Windows, or the Applications/Scholastic Enterprise directory on Macs. If the media is installed locally, users should not have read/write permissions to the media server. Read permissions will be sufficient.

To help make sure you have the software installed properly, here are two sample installation scenarios. One shows you a common error, the other shows you a proper installation protocol.

Bad installation, bad result: In this approach, the user starts by creating a non-admin user with simplified account (Simple Finder). Then log in as the non-admin and launch the Full Finder.

Next, browse to the *READ 180* executable and move it into the applications folder in the dock. Switch back to the Simple Finder and launch the *READ 180* executable from the applications folder. You'll get an error message that says: "Where is "C:\cvs_projects\SparkReaderClient\START_CODE.CST"?"

Good installation, good result: This model approach is similar to the "bad installation" with one key difference.

The user starts by creating a non-admin user with simplified account (Simple Finder). Then log in as the non-admin and launch the Full Finder. Next, browse to the *READ 180* executable and make an alias. Move the alias to applications folder in the dock. Switch back to the Simple Finder and launch the *READ 180* executable from the applications folder.

The result is successful—the application launches fine. Here's why: the key is creating an alias for the *READ 180* executable instead of moving the executable into the My Applications folder.

UPCOMING READ 180 EVENTS



Scholastic's *READ 180* National Summer Institute Comprehensive Professional Development to Raise Reading Achievement

July 25-28, 2007
San Francisco, California

Join us at our 2nd Annual *READ 180* National Summer Institute!

- Engage in *READ 180* planning and best practices
- Participate in quality professional development
- Share implementation successes, tools, and classroom ideas with your *READ 180* colleagues
- Raise reading achievement with *READ 180* in the 2007-2008 school year

For more information, or to register, visit
www.scholastic.com/read180institute

** Save \$50 per person when you register with a group of 5 or more from your school or district.*

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When you
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a group*

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Send a note to:
READ180news@scholastic.com
and we will be sure to add you to our list of recipients.



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